Library Scope and Sequence (Big6 Frame Work)

Step 6: EVALUATION/ CyberCurriculum (Apr/May)

Grade 1

Ohio Library Guidelines

* Check work by discussing the process used to find information. (IL:E:5)
  + Big 6 Goes Primary, p. 121

**CommonSense Media**

* Follow the Digital Trail
  + Learn that their online information leaves a digital footprint or "trail."
  + Explore which information is appropriate to put online.
  + Judge the nature of different types of digital footprints by following the information trails of two fictional animals.

**Activities / Components**

**Additional Resources**

*See also* PLPDublineDallas10 - 1st Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>

**Others can follow your path and know where you have been.** Children need to develop the understanding that as we move from site to site on the internet, other people can follow our trail and will know where we have been. The internet is not a private place. Read the story Hansel and Gretel or watch the [video](http://player.discoveryeducation.com/index.cfm?guidAssetId=FEC3A53E-1520-4059-9C47-45261AC5E816&blnFromSearch=1&productcode=US) ( 2 min. 20 sec). In the story, Hansel leaves bread crumbs on the trail that he can easily find his way back home. Connect this idea to traceable digital footprints we leave as we explore the internet.

Suggested Teacher Discussion Questions:

* Could someone else follow your trail through the woods?
* In your opinion, what is a digital footprint?
* Why is important to have a positive digital footprint?

Pasted from <<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>>

Grade 2

Ohio Library Guidelines

* Check the work and explain the process used to find information. (IL:E:6)

**CommonSense Media**

* Follow the Digital Trail
  + Learn that their online information leaves a digital footprint or "trail."
  + Explore which information is appropriate to put online.
  + Judge the nature of different types of digital footprints by following the information trails of two fictional animals.

**Activities / Components**

CommonSense

* [Follow the Digital Trail](http://www.commonsensemedia.org/sites/default/files/k-5-privacy-followthedigitaltrail-lessonplan.pdf)

|  |  |
| --- | --- |
| Follow the digital information trails of two fictional animals and make observations about them. | * + 1. [Animal Tracks student handout](http://www.commonsensemedia.org/sites/default/files/k-5-privacy-followthedigitaltrail-handout.pdf) |

* + Extension: Students modify one of the animal's trails so it contains information that is safer and more appropriate.
  + Homework: Students recount the stories of the two animals to their parents and explain why the information is appropriate or inappropriate.

**Additional Resources**

*See also* PLPDublineDallas10 - 1st Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>

**Others can follow your path and know where you have been.** Children need to develop the understanding that as we move from site to site on the internet, other people can follow our trail and will know where we have been. The internet is not a private place. Read the story Hansel and Gretel or watch the [video](http://player.discoveryeducation.com/index.cfm?guidAssetId=FEC3A53E-1520-4059-9C47-45261AC5E816&blnFromSearch=1&productcode=US) ( 2 min. 20 sec). In the story, Hansel leaves bread crumbs on the trail that he can easily find his way back home. Connect this idea to traceable digital footprints we leave as we explore the internet.

Suggested Teacher Discussion Questions:

* Could someone else follow your trail through the woods?
* In your opinion, what is a digital footprint?
* Why is important to have a positive digital footprint?

Pasted from <<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>>

*See* PLPohiodallasIO > SMART Second Grade > Extension Videos

Grade 3

Ohio Library Guidelines

* Evaluate the research project. (IL:E:8)

**CommonSense Media**

* Follow the Digital Trail
  + Learn that their online information leaves a digital footprint or "trail."
  + Explore which information is appropriate to put online.
  + Judge the nature of different types of digital footprints by following the information trails of two fictional animals.

**Activities / Components**

CommonSense

* [Follow the Digital Trail](http://www.commonsensemedia.org/sites/default/files/k-5-privacy-followthedigitaltrail-lessonplan.pdf)

|  |  |
| --- | --- |
| Follow the digital information trails of two fictional animals and make observations about them. | * + 1. [Animal Tracks student handout](http://www.commonsensemedia.org/sites/default/files/k-5-privacy-followthedigitaltrail-handout.pdf) |

* + Extension: Students modify one of the animal's trails so it contains information that is safer and more appropriate.
  + Homework: Students recount the stories of the two animals to their parents and explain why the information is appropriate or inappropriate.

BrainPOP, Jr.

* Internet Safety

**Additional Resources**

**PBS Kids**

**Webonauts (interactive):** <http://pbskids.org/webonauts/>

Could be a good site for kids at multiple grade levels The motto it reinforces:

Observe- carefully. Watch what is happening so you can make good decisions

Respect: treat everyone well

Contribute- help others in the academy and the community

Grade 4

Ohio Library Guidelines

* Evaluate the research project. (IL:E:8)

**CommonSense Media**

* Follow the Digital Trail (*from* K-3)
  + Learn that their online information leaves a digital footprint or "trail."
  + Explore which information is appropriate to put online.

Grade 5

Ohio Library Guidelines

* Evaluate the research project and process. (IL:E:9)

**CommonSense Media**

* Follow the Digital Trail (*from* K-3)
  + Learn that their online information leaves a digital footprint or "trail."
  + Explore which information is appropriate to put online.

*See* **Tech 5 Digital Footprint Lesson** <http://plpohiodallas10.wikispaces.com/5th+Grade+Lessons+and+Resources>

TRAILS Assessment: <http://www.trails-9.org/> (6th grade pre-test)

Grade 6

Ohio Library Guidelines

* Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11)

**CommonSense Media**

Privacy and Digital Footprints

* Oops! I Broadcast It on the Internet
  + Identify some of the benefits of sharing information online.
  + Reflect on the risks of sharing inappropriate information (over-sharing) online.
  + Think critically about how they will minimize over-sharing online.

**Activities / Components**

**CommonSense Media**

* [Oops! I Broadcast It on the Internet](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/Privacy_Oops_LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. View *Video Vignettes - Eva and Brittney's Stories* 2. Role Play and discuss case studies about over-sharing | 1. [*Privacy Student Video Vignettes - Eva and Brittney's Stories*](http://www.commonsensemedia.org/educators/lesson/oops-i-broadcast-it-internet-6-8) 2. [Privacy Student Discussion Guide](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/Privacy_Oops_StudentDG_Grade6.pdf) (student) 3. [Privacy Student Discussion Guide](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/Privacy_Oops_StudentDGTeacher_Grade6.pdf) (teacher) |

* Extension: Make video vignettes of privacy dilemmas.

NetSmartz

* [Tracking Teresa](http://www.netsmartz.org/RealLifeStories/TrackingTeresa) (video; 4:58)

shows how easily information can be found through your online habits. A quick way to show students how small clues can be traced to find out more details within minutes.

YouTube

* [Digital Citizenship - Who Will You Be?](http://www.youtube.com/watch?v=MX0aycyAAJA) / RozziBearHere (4 July 2011)

TRAILS Assessment: <http://www.trails-9.org/>